



# GUIDANCE AND COUNCILING IN INDIA INITIATIVES UNDER RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA)

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## ABSTRACT

Education is a crucial factor for the quality of the life of an individual as well as the quality of the growth of an economy. Ever since independence, however, the focus of educational programmes in India was concentrated on elementary education. As the constitutional commitment is free and compulsory education to all children up to the age fourteen, all efforts were focused on achieving the goal of universal elementary education. Secondary education had never been in the focus and all the activities were concentrated on elementary education. Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. Classes IX and X constitute the secondary stage, whereas classes XI and XII are designated as the higher secondary stage. The normal age group of the children in secondary classes is 14-16 whereas it is 16-18 for higher secondary classes. The rigor of the secondary and higher secondary stage, enables Indian students to compete successfully for education and for jobs globally. Therefore, it is absolutely essential to strengthen this stage by providing greater access and also by improving quality in a significant way. The population of the age group 14-18 was 8.55 crore in 2001 as per census data. The estimated population of this age group as on 1.3.2005 was 9.48 crore, which is likely to increase to 9.69 crore as on 1.3.2007 i.e., at the beginning of the 11th Five Year Plan. This is likely to stabilize at around 9.70 crore in 2011. It inter-alia requires provision of educational needs, physical infrastructure, human resource, academic inputs and effective monitoring of implementation of the programmes. The scheme will initially cover upto class X. Subsequently, the higher secondary stage will also be taken up, preferably within two years of the implementation. If, every governmental or non-governmental agency will follow guidelines, then RMSA mission can be achieved within the time period.

**KEYWORDS:** Guidance, Counseling, primary education, secondary education and RMSA.

## INTRODUCTION

The Rashtriya Madhyamik Shiksha Abhiyan is a flagship scheme of Government of India, launched in March, 2009, to enhance access to secondary education and improve its quality. The implementation of the scheme started from 2009-10 to generate human capital and provide sufficient conditions for accelerating growth and development and equity as also quality of life for everyone in India. Largely built upon the successes of SSA and, like SSA, RMSA leverages support from a wide range of stakeholders including multilateral organizations, NGOs, advisors and consultants, research agencies and institutions. The scheme involves multi-dimensional research, technical consulting, implementation and funding support. Currently in its fourth year of implementation, RMSA covers 50,000 government and local body secondary schools. Besides this, an additional of 30,000 aided secondary schools can also access the benefits of RMSA; but not infrastructure and support in core areas.

“Guidance and Counseling, both as an approach and as service, will be an important strategy for promoting Universalization of Secondary Education in terms of its pro-active as well as remedial role. Early the beginning of the services can be traced back to the year 1947. The “Bureau of Psychology (Manovigyan Shala)” was established in Allahabad in 1952-53 the Central Bureau of Educational and Vocational Guidance (CBEVG) was set up at the CIE, Delhi under the Centrally Sponsored Scheme of the Government.

The scheme assigns due importance to the preparatory activities as these have been conceived as a necessary condition for quality implementation of the programme. The states are expected to put in place certain basic reforms as a pre-condition for receiving central assistance under the Scheme. Many of the State Governments have constituted a high level Task Force to work out comprehensive policies, plan and programmes for their states. All other states are expected to constitute the Task Force without further delay. Strengthening of the offices of the District Education Officer and Block level Education Officer has to be undertaken in the preparatory phase in order to adequately equip them to handle the larger tasks during programme implementation. Setting up of an effective information system is most important activity besides procurement of essential office equipment and computers along with necessary software. An assessment of the additional manpower needs has also to be made during this period.

The department continuously updates the status of guidance services in the country; the information is collected by sending a questionnaire. In the past NCERT has been collecting information about the guidance bureaus from time to time by conducting status survey of guidance and counseling services (1981, 1993), organizing All India Conferences of State Bureaus during the years 1976, 1982, 1985, 1989, 1992, 1998; creating data base of guidance services and resource persons during 2005-07 and the latest update of these services was conducted during May – November, 2011. At present (during 2014) the process of updating information has been initiated and information is awaited.

## STATUS OF SECONDARY EDUCATION

The population of India as per 2011 census is 121.02 Cr. (Male 62.37cr, Female 58.65cr) with literacy rate 74.04% (Male 82.14% & Female 65.46%). The country has 2,33,517 secondary schools.

### Educational Indicators:

	Government	Private Aided	Private	Total
No. of Secondary Schools	99902	38947	94668	233517
Total Enrolment	16913960	8473474	12914165	38301599

S.N.	Indicator	In %
1.	GER at Secondary level	78.51
2.	NER at Secondary level	48.46
3.	Average Annual Dropout Rate at Secondary level	17.86
4.	Transition rate class VIII to IX	91.58
5.	Gender Parity Index (GPI)	1.01
6.	Gender Gap	5
7.	Pupil Teacher Ratio (PTR) in government secondary schools	27
8.	Student Classroom Ratio (SCR) in government secondary schools	47
9.	Sex Ratio (as per 2011 census)	9.40

Source: UDISE 2014-15

### Physical Progress (2015-16):

**a) New School:** Under RMSA, 11599 new secondary schools have been approved under the Scheme, out of which, 10082 new secondary schools are functional where 9.72 lakh students are enrolled (15th June 2015) and construction have been completed for 4131 schools and 3013 schools are under construction.

**b) Strengthening of schools:** so far 337731 schools have been approved infrastructure under RMSA. The approval and progress component-wise is as follows:

Component	Approval	Completed	In progress
Additional Classroom	52750	20839	16774
science lab	25948	10107	8532
Computer Room	21864	6920	6297
Library room	27428	10133	8929
Art/craft/room	31453	12062	9686
Drinking water	12327	7096	2507
Teacher quarter	5408	623	509
Major Repair	2975	1313	271

Source: UDISE Flash Statistics

#### Financial Status (2015-16): Rs. In cr

Year	Budget Estimate	Revised Estimate	Releases
2009-10	1353.98	550	549
2010-11	1700	1500	1481.87
2011-12	2423.9	2512.85	2500
2012-13	3124	3172	3171
2013-14	3983	3123	3046
2014-15	5000	-	3398
2015-16	3565	-	1024.45

Sources: SSE: 2009-10 to 2011-12, UDISE: 2012-13 to 2014-15

#### PLANNING PROCESS

The starting point for planning activities has to be the creation of a Core Group of governmental and non-governmental persons at the District level, entrusted with the task of implementing RMSA. The State level Implementation Society has to exercise utmost caution and care in ensuring that the core team at the District level is carefully selected and is committed to task of Universalization of Secondary Education. Besides Education Department functionaries, these teams could comprise of faculty members of SCERTs, NGO representatives, representatives of Teachers' Unions, representatives of Women's Groups, representatives of Self Help Groups, retired and serving National and State Award winning, Teachers, local literary figures, Panchayati Raj, Autonomous Council representatives, etc. The starting point of the planning process should be an orientation of the District level Core Group. Like the selection of School Management Committee, the selection of Core Group also will be Process based.

#### VISION

The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years. With this vision in mind, the following is to be achieved:

- To provide a secondary school within a reasonable distance of any habitation, which is should be 5 kilometer for secondary schools and 7 -10 kilometers for higher secondary schools.
- Ensure universal access of secondary education by 2017 (GER of 100%), and Universal retention by 2020,
- Providing access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM).

#### SUPERVISION OF ACTIVITIES

Rashtriya Madhyamik Shiksha Abhiyan requires regular supervision of activities. Ideally, School Management Committees and District Programme Coordinator and his/her Core Team should be developed effectively to carry our supervision activities. Supervision teams will be periodically sent by the National/State Mission usually once in six months. Such supervision visits would also include the state specific resource institutions that have undertaken the task of research and supervision in that State/UT. Theme specific supervision visits besides the overall assessment visits would also be undertaken. Classroom observation by resource persons has also been provided for. States will work out their supervision and research Plans, based on the indication of resource availability as per the norm approved from time to time by the National Mission.

Presently, the norm for such activities under the RMSA will be Rs.1500 per school per year subject to the availability of resources within 2.2% allocation earmarked for Management and Monitoring, Research and Evaluation. This amount would be divided between the National/State and District Mission. Rs.100 per school will be spent at the National level. The State Government will decide regarding the balance amount to be spent on monitoring, research, supervision and evaluation at the various levels, from the school to the State level.

Two supervision visits of at least three days each would be undertaken by the National/State level Mission each year, to each of the States. Initially these supervision teams will be constituted by the National Mission in partnership with the States. Subsequently, States will constitute their own supervision teams. Each Supervision team will have four Members, two from the State Mission and two from the National Mission, Representatives of National Resource institutions, State specific research institutions and University Departments of education would be encouraged to participate in the supervision team.

#### QUALITY IMPROVEMENTS

The Rashtriya Madhyamik Shiksha Abhiyan is committed to universalize quality education at Secondary and Higher Stage. The focus in quality interventions would have to be on meeting the complex needs of this stage in terms of quality infrastructure, Management Information System, curriculum development, learning resources, teacher qualification, competency, subject specific deployment in schools, in service training of teachers and heads of the school, academic support at all level, classroom based support and supervision issues etc.

The Mission would encourage States to focus on total development of children, encouragement to sports, cultural activities, project work involving interaction with social and natural surroundings, activity based learning, exposure to life skills with regard to health, nutrition, professions, etc. Encouragement to work experience would require the attachment of children with professionals, farmers, artisans, in order to master the social and natural context.

#### CURRICULUM DESIGNING & FORMULATION

Curriculum designing and formulation has a special place among the diverse responsibilities envisaged for national and state level bodies working in the field of education. The National Policy on Education (NPE), 1986 (as modified in 1992) and Programme of Action, 1992 view such a framework as a means of establishing a national system of education, characterized by certain core values and transformative goals, consistent with the constitutional vision of India. NPE also points out that implications of the Constitutional Amendment of 1976, which includes Education in the Concurrent List, require a new sharing of responsibility between the Union Government and the States in respect to this vital area of national life. Approved by Central Advisory Board of Education, National Curriculum Framework-2005 has been brought out by NCERT through a wide ranging process of deliberations and consultations. Similar structures will have to be created in all the States/UTs to prepare new syllabus and textbooks at the State level. Many states are in the process of completing this exercise. Some of them have already completed. The States which have not yet completed the curricular reforms, preparation of new syllabus and text books are expected to complete this exercise in the very first year of the programme implementation.

#### MANAGEMENT STRUCTURE

The programme will be implemented in mission mode. Mainstream structures will primarily be used for implementing the programme. The Department of School Education and Literacy, Ministry of Human Resource Development will be implementing at the national level. There will be a National Mission on Madhyamik Shiksha Abhiyan, headed by the Honorable Human Resource Development Minister with representatives of States, head of the Resource Institutions and Experts as Member. The Secretary, Department of School Education and Literacy will be the Vice-Chairperson of the Mission. The Joint Secretary (Secondary Education) shall be the Member Secretary.

There will be a State Mission Authority for Rashtriya Madhyamik Shiksha Abhiyan. All activities in the Secondary education sector should be under State Mission Authority. This will facilitate decision making at the State level. The Mission mode signifies a focused and time bound arrangement for decision-making and the presence of Planning and Finance on these bodies at the State level to facilitate this process.

There will be School Management and Development Committee for Secondary and Higher Secondary Stage. This committee will be responsible for all the activities including, planning, collection of data under SEMIS, implementation, monitoring, evaluation and taking remedial actions on all the interventions of the scheme infrastructural as well as academic and others, at the school level. The committee will maintain all the relevant records for recurring as well as non-recurring expenditure. These records will be updated on regular basis and placed before the committee in every meeting. These records and progress on each component/ interventions of the scheme will also be placed in the meetings of Panchayat/Urban Local Bodies.

#### CONCLUSION

On the basis of above literature, it can be concluded that each state government running RMSA to achieve the goal of universalization of secondary education within time period. But the progress is not reflected in the society while governmental and nongovernmental agencies are investing a major financial budget and playing innovative role to achieve this big goal. Above paper shows the Rashtriya Madhyamik Shiksha Abhiyan promoting innovative under the scheme of RMSA. If, every governmental or non-governmental agencies will follow above mentioned guidelines then RMSA mission can be achieved within the time period.

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